

**General Education Council Fall Retreat Minutes  
Weds., August 20, 3:30 – 5:00 pm, CL , Room 1010**

**Attendees**

Voting Members: Margaret Baldwin (Arts; TPSD); Joy Brookshire (SCM; Biology); Beth Daniell (HSS; English); Tom Doleys (HSS; Political Science); Amy Howton (HHS; HPS); Matt Laposata (SCM; Biology); Tim Mathews (COLES; Economics/Finance); Huggins Msimanga (SCM; Chemistry); Sandra Parks (ARTS; TPSD); Jan Phillips (HSS; Communication); Terry Powis (HSS; Anthropology); Tom Pynn (HSS; Philosophy); Masako Racel (HSS; History); Gail Scott (HSS; Psychology); Kristen Seaman (ARTS; Visual Arts); Bruce Thomas (SCM; Mathematics/Statistics); David Thompson (UC; First Year Programs); Chris Totten (HSS; Criminal Justice); Linda Treiber (HHS; Sociology).

Nonvoting Members: Valerie Whittlesey (Academic Affairs)

Guests: Jane Campbell (Coles); Keisha Hoerrner (UC; First Year Programs); Marie Powell (SCM; Mathematics); Thierry Leger (HSS); Tom Pusateri (CETL)

- I. GEC Council Membership- The 2011-12 GEC membership draft was shared. Please let Val know of updates to the GEC.
- II. GEC Council Meetings- The 2011-12 GEC meeting schedule was shared.
- III. GEC Note Taker for 2011-12- Margaret Baldwin agreed to take notes and Val thanked her.
- IV. Regents' Test Exemption

Beth was thanked for developing the Regents' test exemption proposal. The exemption will be effective this fall, 2011. The USG system office wants all colleges and universities to have an exemption by next fall, 2012.

There are two conditions to the exemption. 1) Institutions must have learning outcomes related to Regents' test content, and those LOs must be assessed. KSU's GE A1 learning outcomes address the Regents' test content, and KSU will assess all of its GE LOs. 2) Students who receive a D or F in the two courses (ENGL 1101 and 1102) that assess the A1 learning outcomes are required to take a tutorial workshop when retaking these courses. University Studies faculty members will teach these workshops. This requirement will begin spring semester, 2012 for students who fail ENGL 1101 and 1102 fall semester. The workshop is pass/fail and attendance will be taken; both will be reported to the ENGL 1101/1102 instructors.

- V. AAC&U Summer Institute

There were eight faculty from KSU and faculty members from 32 institutions nationally attending the Institute about two weeks ago in Maryland. Members of the KSU team shared what they learned and found interesting.

Amy H: At the Summer Institute, we met in a lot of combinations – small groups, FLC's, etc. KSU has one of the oldest Gen Ed programs (that has not been revised). Other institutions have much more integrative models. Sometimes a community of courses may count twice – for Gen Ed and for major degree programs. The successful institutions allow for time and for experimentation in order to get better.

Some ingredients for success are: the culture must support faculty and staff to find innovative ways of teaching, ongoing ways of learning, and opportunities to pilot integrative course models.

Linda T: Linda wants to continue the Gen. Ed. work begun at the Summer Institute and the work of KSU's Global Learning QEP, so she is submitting a proposal for a CETL Faculty Learning Community on infusing global learning into general education courses. Tom Pusateri indicated the deadline for submissions of proposals for 2011-12 is Tuesday, Sept. 6. Linda is accepting volunteers to participate in the LC with her. If any GEC members are interested, please email her at [ltreiber@kennesaw.edu](mailto:ltreiber@kennesaw.edu)

Linda indicated her plans to use the AAC&U VALUE rubric on Intercultural Knowledge and Competence in her classes.

Joy B: Joy expressed the need for mechanisms and support for adjunct faculty workshops to infuse global learning into general education courses. Joy also mentioned the usefulness of the AAC&U VALUE rubrics. Faculty are using them not only for assessment, but also in majors and in course design.

Keisha H: Keisha indicated that Deborah Humphries at AAC&U has data based on surveys of students, parents, and voters. The survey data indicate that employers want to hire students who have global learning competencies. Global learning makes students more competitive in the marketplace. This supports our case for infusing global learning into the curriculum.

Val W: Val indicated that General Education curricular designs are beginning to have the following components:

- 1) upper level coursework inside or outside of the major, incl. Writing and Speaking Intensive courses and Capstone courses (GE courses are no longer solely 1000 and 2000 level courses, but integrated with upper level coursework and requirements)
- 2) a focus on integration and interdisciplinarity around global themes such as Social Justice, Global Perspectives, Environmental Sustainability, and Racial and Ethnic Minorities
- 3) Courses can double/triple count (in GE, major, electives, minor, etc.) as long as the courses meet learning outcomes
- 4) There are overlays where any course (in GE, major, electives, minor, etc.) can meet any requirement (Social Justice, Global Perspectives, Writing Intensive, etc.) as long as it meets the learning outcomes.

Tom P: There are large state institutions similar to us who have innovative GE curricular approaches such as San Jose State, San Francisco State, and Oregon State. However, Tom indicated that there is a challenge for large institutions -- radical changes are harder to accomplish at large organizations.

Thierry asked the Summer Institute group to share website addresses for some of the institutions discussed.

Beth: Beth added that KSU has a Writing Across the Curriculum initiative. She indicated that the following factors are important when moving forward campus-wide initiatives: 1) support from the top and buy-in from the bottom, 2) freedom for individual choices, 3) support/interest from faculty, and 4) building on what is already there.

## VI. Student Learning Outcomes Assessment of GE

Tom presented the plan for implementing the student learning outcomes assessment for general education. He reiterated that he wants this to be a faculty driven process, and his role is to assist faculty as they define their assessment methods and processes. The Humanities/Global Perspective and Social

Sciences/US Perspectives LOs will be assessed during fall 2011 to spring 2013, a pilot year and an actual assessment year. The Communication and Institutional Options/Critical Thinking LOs will be assessed during fall 2012 to spring 2014, a pilot year and an actual assessment year. The Quantitative Reasoning and Science/Mathematics/Technology LOs will be assessed during fall 2013 to spring 2015, a pilot year and an actual assessment year. KSU must submit a GE Learning Outcomes Assessment report to the USG in 2015 and to SACS in 2016. It was decided to go back to the original plan of assessing the Communication LOs in 2011 to 2013, and assessing Humanities/Global Perspectives LOs in 2012 to 2014.

We will need to identify DACS (Disciplinary Area/Assessment Coordinators for each of the courses that will be assessed); the DACs will have the onus for setting assessment standards in their discipline. These individuals will be the point persons to: 1) operationalize learning outcomes for their discipline and work with their department to select, refine and test out assessment instrument(s) and rubrics, 2) receive assessment training and then provide it to their faculty and 3) work with faculty to collect, analyze, and report assessment data using the finalized assessment instruments and rubrics.

Tom, Tom, and Val will propose to Provost Harmon that stipends (one course reassignment) annually for two years be provided to the DACS and \$200 stipends be provided to faculty participating in assessment of GE courses. We would also like to use a model that UNC-Charlotte uses. They pay graduate students on an hourly basis to assist in the evaluating/assessing of student work using rubrics. There is a Budget column of the GE Assessment Plan. Tom, Tom, and Val will present this budget for Provost Harmon's consideration next week.

Gail indicated that Psychology faculty volunteered to administer a required post-test in psychology to find out if students were achieving the program's LOs. Psychology has over 1,300 majors, so could be a model?

Le mieux est l'ennemie du bien. Voltaire

VII. Speaker- Carolee Larsen- Director of University College Assessment & KSU Learning Communities Assessment

Student learning outcomes assessment provides evidence of a program's strengths and weaknesses and informs program improvement. It also provides data to demonstrate program effectiveness for:

- The college
- State and federal governing bodies
- Parents and students
- Accrediting agencies
- The press and public

Faculty can use different assignments, but use a standardized rubric. If the rubric is generic enough, different courses in different department and colleges can all use that rubric to assess a learning outcome.

There are different levels of assessment:

- Individual faculty
- Course
- Program level
- Institution

For the KSU Learning Communities (or Gen Ed), we are mainly concerned with program level assessment. Often this can be carried out alongside classroom-level assessment.

Examples of Direct Methods of Assessment:

- Test scores on exams
- Student work

Example of Indirect Methods of Assessment:

- Student or Alumni surveys

KSU LC Learning Outcomes Assessment Initiative

- Learning outcomes were defined
- Rubrics and assignments guidelines for students that contain the rubrics were developed/established (AAC&U VALUE rubrics were used as a starting place)
- Faculty refined the rubrics and selected student work to assess
- Faculty attended an assessment training workshop conducted by Carolee
- Faculty members then analyzed student work using the rubric and reported the results to Carolee (Carolee shared the excel reporting file that faculty use to report their assessment results)

#### VIII. Promotion of First Year Programs and General Education

Val indicated faculty teaching GE courses attached a GE template sheet to their course syllabus in the past, and the template listed the GE learning outcomes. Val asked the GEC if they would like to replace the hard copy syllabus template with an online video summarizing the General Education Program. There can be a link that takes the student (or faculty) to the online video. Val indicated GE and First Year Programs (Keisha) can work together on a joint, collaborative venture. The GEC liked the idea. Elke in the Distance Learning Center indicated that Dale, an Instructional Designer in DLC, can work with us. Val will send an email to see who would like to work on this task force.

In the GEC Retreat agenda, there are links to online videos for: 1) the University of Louisville and 2) Colorado State.

Meeting Adjourned.